

November 1, 2001

To: District Superintendents
County Superintendents
Attention: School Safety Coordinators

Subject: **School Community Policing Partnership Grant Program**
Due Date: March 1, 2002

The California Department of Education and the Office of the Attorney General, through the School/Law Enforcement Partnership, are soliciting applications to operate School Community Policing Partnership (SCPP) programs. The SCPP program will provide grants of up to \$325,000 to school districts or county offices of education that work with a law enforcement partner to implement a school community policing approach to dealing with school crime and safety issues. Grant recipients are required to provide a 25 percent match to the operational grant funds and are encouraged to obtain a part of that match from the collaborative partners. The SCPP program will operate in a school/community neighborhood (or in a cluster of neighborhoods).

The request for applications, available by mail or via the Internet, describes the elements of School Community Policing Partnership programs and contains instructions for applying for the grants.

The School/Law Enforcement Partnership will be conducting informational sessions regarding the program and the grant application process during November and December 2001. The schedule and location of these sessions is contained at the end of this letter.

The request for applications is available on the Internet at two sites:

- www.cde.ca.gov/spbranch/safety
- www.caag.state.ca.us/cvpc

You may also call the Safe Schools and Violence Prevention Office at (916) 323-2183 to request that an application be mailed.

A key program feature is the collaboration between schools, local law enforcement agencies, and the community. A letter of agreement is required from the law enforcement partner, and collaborative agreements take some time to work out. Therefore, we recommend districts or counties who wish to apply for an SCPP grant contact their prospective law enforcement partners very early in the application process. Proposals must be postmarked by March 1, 2002, and mailed to the address provided in the request for applications.

If you have questions concerning the application, please contact Yvette Rowlett or Louise Chiatovich at 916-323-2183, or Steve Jefferies or Vicki Wright at (916) 324-7863.

Sincerely,

Bill White, Administrator
Safe Schools and Violence Prevention Office
California Department of Education

Patty O'Ran, Assistant Director
Crime and Violence Prevention Center
Attorney General's Office

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SCHOOL COMMUNITY POLICING PARTNERSHIP PROGRAM REQUEST FOR APPLICATIONS

I. Introduction

The School Community Policing Partnership Act (AB 1756, Havice, Chapter 317 of 1998) established a competitive grant program which provides funds to local education agencies (school districts or county offices of education) which work with a law enforcement partner to implement or expand a school community policing approach to dealing with school crime and safety issues. AB 1756 charges the School/Law Enforcement Partnership of the California Department of Education (CDE) and the Office of the Attorney General (AG) with the responsibility to develop and administer the program and award grants to local education agencies (LEAs) and consortia of LEAs.

The School Community Policing Partnership (SCPP) program is funded at \$10 million per year. Grants may total up to \$325,000 spread across three years, and includes a start-up budget of \$25,000 maximum and operational budget of \$300,000 maximum. LEAs and consortia may apply for more than one grant, if each grant serves a different school site. Approximately 30 three-year grants will be awarded each year. The applications are due **March 1, 2002**.

The grant is awarded in two stages. Fifty thousand dollars (50,000) will be provided to the grantee within a month of the grant award. After the grant recipient has completed the problem identification, the program workplan and timeline, and submitted the grant's progress/implementation report, the remainder of the funds will be allocated on a quarterly reimbursement basis.

The SCPP program places a very strong emphasis on collaboration. The completed application is required to be the result of a collaborative effort between schools, law enforcement, and community partners. Partnerships between local education agencies, policing agencies, and the communities they serve are essential elements for implementing a successful school community policing program. Collaborative work involving multi-disciplinary teams provides the partners and the community with insight and perspective that is far beyond a one-dimensional approach to problem-solving. Existing school/community partnerships for prevention and youth development are already engaged in activities that complement SCPP and can contribute to program success. Thus, local initiatives such as Healthy Start and after school programs should be involved in the planning and implementation of SCPPs.

The connection between problem-solving and partnering is the focus of the SCPP program. This unique program offers an opportunity for education agencies and policing agencies to jointly analyze problems and develop solutions through innovative and collaborative thinking. Any organization concerned with school safety or crime issues is encouraged to participate in this program. The Local Education Agency (LEA) as the primary applicant should involve law enforcement, probation departments, and community-based organizations in a comprehensive needs assessment and development of innovative responses and solutions.

II. Required Elements of the School Community Policing Partnership (SCPPs)

A. School Community Policing Defined

Section 32296.3 of the *Education Code* defines “school community policing” as an approach to safe schools in which schools, law enforcement, community agencies, and the members of the surrounding school community collaboratively develop long-term solutions to address the underlying conditions that affect the level of school safety. The code section also identifies two specific program activities which are key components of school community policing programs:

“... law enforcement becomes an integral facet of the school community with highly trained law enforcement officers having a visible and active presence on and around school campuses, and

... law enforcement officers work with pupils during and after school, providing opportunities for pupils’ active involvement in positive activities.”

It is further intended that SCPPs incorporate key elements of Community Oriented Policing and Problem-Solving (COPPS). COPPS strategies are characterized by the formation of law enforcement-community collaboratives which identify safety problems and priorities in the community, develop solutions to the problems, work together over time to implement the solutions, monitor the success of the programs, and respond to changing community needs. Adapting these COPPS elements for SCPPs simply means that students, school staff, and parents will be a part of the collaborative process along with community representatives and law enforcement, and that the strategies implemented will be linked to the school. Attachment A is a resource list, which will assist applicants in learning more about COPPS.

The law enforcement partner in SCPP collaboratives must be an official law enforcement agency such as the police department, the sheriff’s department, or the probation department. Other potentially valuable members of the collaborative include teachers, students, parents, police activity leagues, boys and girls clubs, community-based organizations, social services agencies, local government, neighborhood residents, park and recreation districts, the district attorney’s office, etc.

B. Eligibility Criteria

Local education agencies (LEAs) are eligible to apply for grant funds. For the purposes of this application, an LEA refers to a school district, county office of education, or consortia of school districts and/or county offices. LEAs and consortia may apply for more than one grant, for different sites. *Charter Schools which fall within the new funding model are not eligible to apply for funding.*

No two school communities are alike and their issues and concerns are specific to their site, therefore, the School/Law Enforcement Partnership stresses that applications be individual. Each application must be unique to the proposed site. Applications submitted by districts, county offices or a consortia for multiple sites will be disqualified if they have been prepared using a template, boilerplate or previously funded grants.

Applications must include a current letter of agreement with their law enforcement partner and major collaborative partners who are participating in the proposed program. Applications which do not include a current letter of agreement with their law enforcement partner will be disqualified and therefore not be eligible for funding.

Grantees that were funded for the period 1999-2002 may be eligible to apply and compete for current funding in order to re-fund their initial program or begin a new program. If a 1999 year grantee desires to apply, an additional one page narrative must be completed and questions answered that demonstrate previous compliance with SCPP rules and reporting. Please refer to **Attachment I** for narrative description and specific questions to address.

C. Legislatively Required Program Components

In enacting the School Community Policing Partnership Act of 1998, the Legislature mandated a number of specific operational, managerial, and evaluative activities for SCPP programs (*Education Code* sections 32296.5 and 32296.6 of AB 1756, Attachment B). In addition to formation of the collaborative partnership, SCPP grantees are required to:

- Identify problems through a needs assessment which incorporates the results of the California Safe Schools Assessment.
- Identify the school communities that face a significant risk of school and community crime or youth behavior problems such as school violence, drug or alcohol use, gang activity, daylight burglary, late night robbery, vandalism, truancy, and controlled substance sales.
- Develop and implement locally appropriate solutions to the identified problems.
- Identify school/community resources and mobilize them to meet community needs.
- Develop information and intelligence sharing systems to ensure that actions by schools and local law enforcement are fully coordinated.
- Identify outcome measures to evaluate the effectiveness of the program that shall include:

- Drug and alcohol-related offenses on the school campus
- Crimes against persons on the school campus
- Crimes against property on the school campus
- Incidence of possession of firearms or other weapons on the school campus
- The rates of school attendance and truancy

- Evaluate the effectiveness of the chosen solutions and modify the program as necessary
- Ensure that the collaborative partnership continues to work over the long term to provide solutions to school/community needs.

D. Reporting Requirements

1. **Progress/Implementation Report.** The key element of the SCPP program is the collaborative partnership involving the entire school community. Because identifying all the relevant community members and agencies and incorporating them into a collaborative can be a time-consuming process, it is expected that the collaborative problem identification and planning process will be started, but not entirely completed, during the time allowed for completion of this application. Grantees may submit the completed program plan in the form of the progress/implementation report as early as September, or as late as **December 20, 2002** if necessary. The progress/implementation report describes the progress of the collaboration, program workplan, and program budget. (section V. E of this application includes elements of the plan). The progress/implementation report is a requirement for receipt of the full operational grant.

The S/LE Partnership recognizes that each school community has varied experience levels in the collaborative process. For those communities who have existing collaboratives, successful grantees may begin their operational phase once their progress/implementation report has been submitted and approved by state staff rather than operating a planning phase.

The S/LE Partnership will provide a format for the progress/implementation report by providing a report format. Elements of the progress/implementation report include:

- demonstrate the progress of an inclusive collaboration for planning
- include a specific workplan of objectives, how they are measured, and annual results
- include a start-up and operational budget that clearly aligns with the workplan

Grant recipients will be allocated \$50,000 one month after the grant is awarded, (\$25,000 start-up budget and \$25,000 operational budget). The balance of the grant award will be released on a quarterly reimbursement basis after the S/LE Partnership has received and approved the progress/implementation report. If the progress/implementation report is not submitted by December 20, 2002, further grant funds will not be released.

2. **Annual Reports.** Grant recipients are required to submit an annual report to the S/LE Partnership containing information on program progress and effectiveness. The S/LE Partnership will provide grant recipients with data collection forms and annual report guidelines for use in on-going self-evaluation. The required data collection will include the outcome measures specified in (Section II.B of the grant application), as well as additional data on program and collaborative activities and outcomes that is necessary to identify the types of programs which are most successful.

State-required data collection and reporting will be kept to a reasonable minimum, but grant recipients should plan for on-going data collection, self-evaluation, and reporting as part of routine operations. Grant award payments will be contingent upon completion of the annual report including state-required data and information.

III. Funding

A. Operational Grants

Grants will be awarded to applicants who demonstrate the greatest need, as well as a readiness and commitment to the formation of the school/law enforcement partnership and to carry out the on-going problem identification, problem-solving, and self-evaluation process required by the legislation. When making the grant awards, the S/LE Partnership will consider the distribution of applicants across urban, suburban, and rural areas of northern, central, and southern California.

Grant recipients must provide matching funds equal to 25 percent of the grant award. The match may be contributed in cash, staff time, equipment, or as services or resources of comparable value. Facilities costs and the time of existing school or law enforcement supervisors and administrators are **not** allowable as matching contributions. Grant recipients are encouraged to obtain part of the matching funds from their collaborative partners. AB 1756 authorizes the S/LE Partnership to waive the match requirement upon verifying that the local educational agency or consortium made a substantial effort to secure a match but was unable to secure the required match. However, the S/LE Partnership strongly discourages applying for this waiver, as it is the Partnership's experience that committed grant applicants can usually obtain larger matches than 25 percent.

Grant funds may be used for program operating expenses, compensation of staff who are in new positions established for the program or who are working additional hours to operate the SCPP program. The types of staff who may be funded include school staff, highly trained law enforcement officers, (school community policing officers), probation officers, deputy district attorneys, and community organization staff. Grant funds may not be used:

- To compensate school or police supervisors and administrators
- To pay for previously existing services or to make up for budget cuts (no supplanting)
- To fund school resource officer positions
- To lease, rent, provide for utilities, or purchase of facilities (start-up funds may be used for facility renovation)

- To purchase vehicles (although the grant may support a fraction of the cost of a vehicle, based on mileage during the grant period)
- To purchase weapons and ammunition

The S/LEP will allocate \$50,000 to recipients after the grants are awarded. The remaining funds will be made available after completion of the implementation report described in Section II.D. All funds provided after the initial \$50,000 will be provided on a **reimbursement** basis, following submission and approval of the progress/implementation report. Grantees obtain reimbursement as often as quarterly, by submitting a grant invoice/expenditure report to the S/LE Partnership. Final payments in each fiscal year will be made after submission of the required Annual Report.

B. Start-up Funds

Recipients of operational grants also receive \$25,000 in one-time startup funds (section II. D.) Examples of appropriate uses of the start-up funds are:

- Purchasing equipment related directly to SCPP operation (e.g., sports equipment)
- Hiring staff slightly in advance of program implementation for training and orientation purposes
- Contracting for program evaluation
- Renovating facilities directly related to SCPP operation (e.g., modifying office space)
- Hiring trainers in community policing, collaborative decision-making, problem-solving, or prevention programs
- Release time for working level education, law enforcement, and community-based organization staff for training or for planning meetings

Start-up funds do not require a local match. Start-up funds may not be used to pay for staff time of supervisory or administrative personnel, nor may they be used to pay for facilities. Start-up funds may be used for the duration of the grant.

C. Retention of Records

Grant award recipients shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records be kept available by the grant recipient during the grant award period and thereafter for five full years from the date of the final payment. The S/LE Partnership must be permitted to audit, review, and inspect the activities, books, documents, papers, and records during the progress of the work and for five years following final allocation of funds.

IV. APPLICATION PROCESS AND INSTRUCTIONS

A. Timetable

Nov. 1, 2001	RFA released to the field
Nov. – Dec. 2001	Informational sessions regarding the School Community Policing Partnership Grants and the application process. See Attachment J for schedule and locations.
February 4, 2002	Optional Letter of Intent submitted online only by this date
March 1, 2002	Submit online RFA cover sheet
March 1, 2002	Proposals mailed to CDE, postmarked by this date
April 8 - 12, 2001	Proposal review and rating
May 2 - 6, 2001	A list of the proposed grant recipients will be posted at the following sites: 660 J Street, Suite 400 and 1300 I Street, Lobby, Sacramento, CA. The recipients will also be posted on the Internet at: http://www.cde.ca.gov/spbranch/safety http://www.caag.state.ca.us/cvpc
May 15, 2002	Notification sent to successful applicants. Initial \$50,000 awarded
December 20, 2002	Program implementation reports may be submitted between September and December 20, 2002

B. General Requirements

1. Any LEA that intends to apply is requested to submit a letter of intent (Attachment C) by **February 4, 2002**. The letter of intent should be submitted **on line only (please do not mail)**. The letter of intent (Attachment C) should be completed online at:

<http://www.cde.ca.gov/spbranch/safety/scpp/scpp.asp>.

2. The application must be **postmarked no later than March 1, 2002**. Applicants must mail or deliver to the address listed below, the original and four copies of an LEA's application(s). If an LEA submits more than one application, each must contain all of the elements described herein. Multiple applications may be included in one envelope. **Applications postmarked after the March 1 date will not be considered. Fax copies will not be accepted.**

Mail or deliver applications to:

California Department of Education
Safe Schools and Violence Prevention Office
School Community Policing Partnership Program
660 J Street, Suite 400
Sacramento, California 95814-2483

3. Applications which have been prepared using a template, boilerplate or created from previously funded grants will be disqualified.
4. The typeface used to complete the application must be a minimum of 12 point font size that does not exceed six lines per inch and maintains a one inch margin. (The body of this RFA uses the minimum font size.) Applications considered illegible by the grant review team will be disqualified.
5. Applications must be submitted on standard, white 8 1/2 x 11 inch paper. The narrative is limited to fifteen pages.
6. Applications should be stapled or clipped together for submission. Do not use binders, covers, flat folders, or sleeves.
7. Applications are requested to include submission of the grant cover page on line, by March 1, 2001.
8. Submission of an application constitutes a release of information and waiver of the agency's right to privacy with regard to information provided in response to the RFA. Ideas and format presented will become the property of the S/LE Partnership.

C. Assembling the Application

Section V of this RFA provides instructions for creating the substantive content of the proposal. The various proposal elements must be assembled in the order listed below.

1. **Cover Sheet** In order to submit the grant cover sheet on line, the application cover sheet (Attachment D) should be completed online at: <http://www.cde.ca.gov/spbranch/safety/scpp/scpp.asp>. (In addition to online submittal, print the completed form and include an original signature of the Superintendent to include with the hard copy of the application). In completing the cover sheet, the applicant must designate a day-to-day operational program contact person and provide that person's telephone number and email address. (The contact person must be available for frequent contact by grant consultants, and any change of contact person name or contact information must be immediately communicated to grant consultant staff.)

Narrative The application narrative must be submitted in the format specified in Section V of this document. The narrative must demonstrate the ability of the LEA to meet all qualifications, requirements, and standards in this RFA. Grant application narratives must be no longer than 15 pages (excluding cover sheet, assurances, budget, letters of agreement, and certifications) and must be typed or printed and legible. Other supporting material such as news clippings, meeting minutes, or letters of support may be attached. There is no page limit on this material, but this material should not contain critical information, as it may only be skimmed by application reviewers.

3. **Budget** The proposed program budget should be included as an attachment to the narrative. The budget display must use object codes from the School Accounting Manual. The budget also needs to include a narrative description of specifics of each categorical area, and the roles and responsibilities of each staff position. Three budgets must be provided including start-up, operational and match budget for the three year grant.
4. **Letters of Agreement/ M.O.U.s** Current letters of agreement or Memoranda of Understandings between the major collaborative partners should be included as an attachment to the narrative, after the budget attachment. Letters from law enforcement must be signed by a lieutenant or higher-level officer. Probation department signatures must be from the chief deputy level or higher. The application will be disqualified if a law enforcement letter is omitted.
5. **Assurances** The Assurances form (Attachment E) must be included with the original signature of the Superintendent or Assistant Superintendent of the applicant LEA.
6. **Drug-Free Workplace Certification** The "Drug-Free Workplace Certification" (Attachment F) must be completed and included.

7. **SCPP 1999 Grantees Application Pre-screening** SCPP 1999 Programs who wish to apply for a new SCPP grant must attach a one page narrative and answer the questions in Attachment I.

V. Proposal Contents

The collaborative process required of School Community Policing Partnership programs begins with the formation of the school/law enforcement community collaborative, followed by the needs analysis and problem solution development, and continues with program implementation and on-going operation and evaluation. A complete application for funding may be written at any point in this process **after** formation of the collaborative and identification of the proposed project site, and will contain information about what has already been accomplished and about what is planned. An application might describe a completed needs analysis, solution development process, and implementation plan which have been accomplished by an already-existing collaborative. Or the application might contain a detailed plan demonstrating a new collaborative's readiness to complete a needs analysis, implement a problem-solving and planning process, and collaboratively manage the SCPP. Each of these styles of application is equally likely to be funded. Final funding decisions will be based primarily on the need which has been demonstrated in the application and on the level of collaboration evidenced.

The following sections ask for information about how an action will be completed or for a description of the collaborative planning process which will accomplish the task. If the action has already been completed, simply describe the process which was used to accomplish the action and the outcome. Applications must contain the following sections, and follow the same order.

A. Table of Contents

B. Formation of the Partnership

This section must describe how the school/law enforcement community partnership was formed, how it operates, and list the members of this collaborative partnership. Explain the collaborative's manner of operation by providing information such as: the number of meetings held; the meeting outcomes; which agency initially proposed the collaborative; what plans are in place to ensure on-going community involvement; how the decision-making process works; who is responsible for doing the staff work of the partnership; and how partnership decisions are implemented. A sample of minutes from collaborative meetings could be included as an attachment. The SCPP may be a new partnership or may be based on an existing community collaborative. In either case, the application must address how the SCPP will link with existing prevention and youth development partnerships such as those supported by Healthy Start, the After School Learning and Safe Neighborhoods Partnership Program, and 21st Century Community Learning Centers.

Include any training classes for partnership members or staff that have been or will be taken (it is strongly encouraged that some type of training in community-oriented policing and problem-solving take place).

Possible collaborative members, in addition to law enforcement and the LEA, may include teachers, students, parents, community-based organizations, the probation department, police activity leagues, social services agencies, local government, neighborhood residents, parks and recreation districts, and the district attorney's office. ***Collaboratives which do not include the school, law enforcement, and the community will not be funded.***

C. Creation of the Application

All significant SCPP actions, including the application for funds, **must** be accomplished in a collaborative fashion. This section **must** describe the collaborative process used to create this application. Events which may be described in this section include: who was involved in writing or guiding the writing of the application (members of the collaborative, parents, students, school staff, etc.); how many collaborative meetings were held to draft the application; how the content of the application was directed or provided by the collaborative; who actually wrote the application; how input was gathered from community sources; and, who has approved the application.

D. Needs Analysis

1. **What is the school/community neighborhood and the target population?** Describe the community, its geography and population in order to place the crime and violence information of the next section into context. A description of the school/community neighborhood in which the SCPP program will operate is required, although the application may also describe the larger community. This section must include the number of schools in the proposed service area, the number of students enrolled, their grade levels, and the number of students the program plans to directly serve (if known at this stage of the planning process).
2. **Why does your community need a School Community Policing Partnership Program?** Provide information regarding school/community crime and violence problems. This needs analysis may be drawn from sources of data such as school and community crime statistics, truancy data, information about services unavailable in the community, dropout data, press clippings, probation data, and historical background. The type of information which also demonstrates need for an SCPP includes information regarding school violence, drug or alcohol use, gang activity, daylight burglary, late night robbery, vandalism, truancy, and controlled substance sales. The needs analysis must also include input from students and parents about the school and community problems as well as describe the method by which the information was obtained. Possible ways to obtain opinions from students and parents include surveys, focus groups, and inclusion of parents and students in the SCPP's meetings. Describe your plans to continue to receive input about needs expressed by parents and students. (See Section V.E.).

This section **must also include information from the California Safe Schools Assessment (CSSA)** for 1999-00, and the local CSSA data must be compared to

statewide averages for the type of school(s) at which the SCPP will operate. The CSSA data for the proposed service area must be separated into the categories which are identified by Section 32296.6 (a)(3) of the *Education Code* as SCPP program outcome measures. The needs analysis must therefore separately present the CSSA information for four categories of incidents:

- Drug/Alcohol Offenses (rate per 1000 students)
- Crimes Against Persons (rate per 1000 students; in the CSSA report, this figure is the sum of the four different rates presented within this category)
- Possession of a Weapon (rate per 1000 students)
- Property Crime (rate per 1000 students)

In the needs analysis, each of the above categories of information must be presented in a table. The table must also contain the statewide average rates for the type of school at which the project will be located (Attachment G contains the statewide averages for use in this comparison). This information must usually be tabulated from the service area's copies of the CSSA data which was submitted to the district or COE for 1999-00. (The rates are simple to compute – an example of this computation is included in Attachment G of this RFA). When this computation is completed, the resulting rates will correspond to the statewide averages also contained in Attachment G.

If the applicant is planning to implement a SCPP program at multiple sites, then the table must reflect each individual school site, and how its data compares to the corresponding statewide average.

If the proposed service area is an entire district or county office, then the computations described in Attachment G will not be necessary. Appendix C of *California Safe Schools Assessment: 1999-00 Results* contains all the necessary information, as it provides both statewide averages for the four categories of incidents listed above, and it also provides the comparable figures for each district and county office. Each application must compare the district or county office rates with the statewide rates for the type of district applicable (high school, unified, etc.).

The CSSA report was mailed to all district and county superintendents and is also available on the Internet at:

www.cde.ca.gov/spbranch/safety/cssa99-00.html

On the web site, Part 4 of the CSSA Report contains Appendix C. The report may be purchased for \$12 by faxing a request to CDE Press, Sales Office, at 916-323-0823.

E. Plan for continuing the collaborative planning and implementation process

In this section, describe how the SCPP will carry out the legislatively required program activities (if a step has already been accomplished, describe what has already been done). Separate paragraphs of the narrative must describe how **each** of the following activities will be accomplished:

1. Determine the underlying problems, deficiencies in support services, etc., which contribute to the problems described in the needs analysis.
2. Gather school (including students and parents) and community input about the nature and cause of the problems.
3. Analyze the underlying causes of the problems of the service area.
4. Develop proposed solutions that the collaborative believes will reduce or eliminate the problem (applicants are encouraged to refer to research regarding promising practices in the solution development process).
5. Implement the proposed solutions.
6. Identify outcome measures to evaluate the effectiveness of the program that shall include, but need not be limited to:
 - Drug and alcohol-related offenses on the school campus
 - Crimes against persons on the school campus
 - Crimes against property on the school campus
 - Incidence of possession of firearms or other weapons on the school campus
 - The rates of school attendance and truancy
7. Evaluate the effectiveness of the chosen solutions and modify as necessary

For all of the above activity plans, emphasis should be placed on how the collaborative will work together to accomplish the activity, who will be involved from within the collaborative, and how input will be sought from all elements of the school community (e.g., students, parents, teachers, community members).

F. On-going collaborative management

Describe how the collaborative process will be maintained after the project is implemented. For example, identify those persons responsible for convening and chairing partnership meetings, how often those meetings will occur, and how the partnership will accomplish the management responsibilities involved in operating the SCPP. Listed below are the responsibilities assigned to the collaborative partnership by AB 1756. Describe how the partnership will continuously carry out these responsibilities over time.

1. Develop information and intelligence sharing systems to ensure that actions by school districts and county offices of education are fully coordinated with local law enforcement agencies.
2. Identify existing school and community resources and mobilize them to meet changing community needs.
3. Ensure that the collaborative partnership continues to work over the long term to provide solutions to school/community needs.

G. Sustaining the program after the grant expires

This section should describe how the SCPP collaborative will sustain a School Community Policing Partnership after the three-year grant period. Possible resources for continuation include redirected funds from law enforcement and the LEA, volunteerism, and support from local businesses.

H. Budget

Three separate line-item budgets must be provided — one for start-up funds, one for the operational funds, and one for matching funds. Budgets for start-up funds and operational funds must be accompanied by a budget narrative which specifically explains each category of funding. Matching funds equal to 25 percent of the operational grant funds requested must be provided. The applicant LEA is encouraged to seek part of the matching funds from its collaborative partners. The budget for the matching funds **must explain the nature of the matching funds** (cash, staff time, equipment, etc; see Section III.A for allowable types of match contributions). The budget must also **identify the member(s) of the collaborative which will provide the funds**, and the amount provided by each partner.

Include at least \$1,500 annually in the operational budget for program staff and collaborative members' travel to statewide training and collaboration meetings. It is understood that both the start-up budget and the operational budget may be very tentative at the time of submission of the application. Because program planning may not be entirely completed at the time of submission of this application, these budgets are being requested simply to allow application scorers to gain some understanding of how resources may be allocated. Final budgets will be included in the program progress/implementation report discussed in Section II.D. The budget must be

presented as an attachment to the narrative and does not count against the 15 page limit to narrative length.

Each budget should display proposed expenditures according to the account codes in the School Accounting Manual, with additional narrative detail which explains the funded positions and any activities that will be associated with the expenditure. Each of the three budgets might look like the hypothetical budget on the next page.

Applicant Name

Site Name

Sample Operational Budget for a School Community Policing Partnership

Object of Expenditure	2002-03 Amount	2003-04 Amount	2004-05 Amount	Total
1100 Overtime pay for teachers supervising the after school program	\$35,000	\$35,000	\$35,000	\$105,000
4500 Miscellaneous supplies for after school program	\$2,000	\$1,000	\$1,000	\$4,000
5100 Contract with outside evaluator	\$6,000	\$3,000	\$6,000	\$15,000
5200 Travel and per diem for statewide training functions Additional travel costs for training in collaborative problem-solving	\$2,000	\$2,000	\$1,000	\$5,000
5800 Contract with the police department for officer overtime	\$55,000	\$59,000	\$57,000	\$171,000
Total	\$100,000	\$100,000	\$100,000	\$300,000

(**Budget Narrative** attached page (sample item): 4500 Miscellaneous supplies include 25 class sets of Be Safe manual @ \$25 per set (\$625), 14 staff manuals @ \$10 (\$140), (to equal line item total)

Note: A start-up budget and a matching funds budget in a format similar to the above are also required.

I. Letters of Agreement

This section should include letters from the major partners in the SCPP. There must be a current letter of agreement from the primary law enforcement partner, **signed by a lieutenant or higher level officer of the law enforcement partner agency**. The letters of agreement shall describe the following:

- how the partner will participate in the SCPP and include the specific activities to be performed by the partner's staff;
- describe any financial agreements between the partners; the amount of matching funds to be provided by the partner and the type of funds (e.g., cash, staff time, and equipment);
- provide the name or position of the partner's representative to the collaborative and the person or position who directs the partner's day-to-day SCPP functions.

Letters of agreement should be presented as an attachment to the narrative after the budget pages, and do not count as part of the 15 page limit. If the application identifies matching funds that will come from a partner in the SCPP, **the partner must commit to supplying the matching funds in the letter of agreement or the application will be disqualified.**

VI. Reviewing and Scoring Applications

After receiving the applications, the S/LE Partnership will score each application for effectiveness in meeting the requirements in Sections IV and V of this RFA. The scoring will be done using the rubric in Attachment H. Each application will be given a score for the school/community need demonstrated, and another score for the strength of the collaborative process used to manage the project and complete the application. Applications which score well in comparison to other applications, on both the demonstration of need and collaborative process may be funded.

The S/LE Partnership reserves the right to reject any or all applications. Nothing herein requires the awarding of a grant in response to this RFA. The Partnership will post a notice of the proposed grant recipients during the week of May 2 – 6, 2002, at 660 J St., Suite 400 and in the lobby of 1300 I St. in Sacramento. The recipients will also be posted on each of the following sites:

<http://www.cde.ca.gov/spbranch/safety>

<http://www.caag.state.ca.us/cvpc>

Copies of the rating sheets and applications will be available for public inspection during this same period in the Safe Schools and Violence Prevention Office, 660 J St., Suite 400, Sacramento, CA. Following the posting period, the S/LE Partnership will formally notify the grant recipients.

Protests to the grant award process must be filed within five (5) working days of the initial posting of the list of proposed grant recipients. Only those LEAs that submitted applications may protest the grant award process. Protests shall be limited to the grounds that the S/LE Partnership failed to correctly apply the standards for reviewing the applications as specified in this RFA.

The protesting applicant(s) must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the protester's position, and the remedy sought. Protests must be addressed to:

Paula Mishima, Deputy Superintendent
Education Equity, Access and Support Branch
California Department of Education
721 Capitol Mall
Sacramento, California 95814

In cooperation with the Attorney General's Office, the Deputy Superintendent may hold oral hearings, review written briefs, or both. Their decision shall be the final administrative action afforded the protestant.

School Community Policing Resources List

1. Community Oriented Policing and Problem Solving, Definitions and Principles

Adapted for a school-oriented focus. (see pagesA2 – A4)

2. School Community Policing Partnership

Eight step example of the “SARA” model

3. Resources Available on the Internet:

COPPS Clearinghouse – technical assistance www.caag.state.ca.us/cvpc/clearing.html

Grants, Programs, and Activities – US DOJ COPPS – www.usdoj.gov/cops/

Community Policing Consortium – training, publications – www.communitypolicing.org

National Crime Prevention Council – crime prevention – www.ncpc.org

***Community Oriented Policing and Problem Solving
Law Enforcement Oriented***

Definition:

A philosophy, management style, and organizational strategy that promotes pro-active problem solving and police-community Partnership to address the causes of crime and fear as well as other community issues.

Community Partnership:

A flexible term referring to any combination of neighborhood residents, schools, churches, businesses, community-based organizations, elected officials, and government agencies who are working cooperatively with the police to resolve identified problems that impact or interest them

Problem Solving:

Refers to a process of identifying problems/priorities through coordinated community/police needs assessments; collecting and analyzing information concerning the problem in a thorough, though not necessarily complicated manner; developing or facilitating responses that are innovative and tailor-made with the best potential for eliminating or reducing the problem; and finally evaluating the response to determine its effectiveness and modifying it as necessary.

***Community Oriented Policing and Problem Solving
School Oriented***

Definition:

A philosophy, not a program, management style, and organizational strategy with community participation, that promotes pro-active problem solving and police-school community Partnership to address the causes of crime and fear of crime as well as other community issues.

Community Partnership:

A flexible term referring to any combination of neighborhood residents, schools, churches, parks and recreation, healthcare, youth groups, community-based organizations, elected officials, and government agencies, such as code compliance, CPS, and probation, who are working cooperatively with the police to resolve identified problems that impact or interest them.

Problem Solving:

Refers to a process of identifying problems/priorities through coordinated school/police needs assessments; collecting and analyzing information concerning the problem in a thorough, though not necessarily complicated manner; developing or facilitating responses that are innovative and tailor-made with the best potential for eliminating or reducing the problem; and finally evaluating the response to determine its effectiveness and modifying it as necessary.

Principles

1. Reassesses who is responsible for public safety and redefines the roles and relationships between the police and the community.
2. Requires shared ownership, decision making, and accountability, as well as sustained commitment from both the police and the community.
3. Establishes new public expectations of and measurement standards for police effectiveness. Includes quality of service, customer (community) satisfaction, responsiveness to community defined issues, and cultural sensitivity.
4. Increases understanding and trust between police and community members.
5. Empowers and strengthens community-based efforts.
6. Requires constant flexibility to respond to all emerging issues.
7. Requires an on-going commitment to developing long-term and pro-active programs/strategies to address the underlying conditions that cause community problems.
8. Requires knowledge of available community resources and how to access and mobilize them, as well as the ability to develop new resources within the community.

Principles

1. Reassess the relationship between the schools and law enforcement, with *the school community sharing the responsibility for public safety*.
2. Requires shared ownership, decision making, and accountability, as well as sustained commitment from both the police, schools, and the community.
3. Includes quality of service, customer satisfaction, responsiveness to school community defined issues, and cultural sensitivity.
4. Increases understanding and **trust** between police and *all* school community members.
5. Encourages empowering and strengthening *of school* community Partnership.
6. Requires constant flexibility to respond to all emerging issues.
7. Requires an on-going commitment to developing long-term and pro-active programs/strategies to address the underlying conditions that cause community problems.
8. Requires knowledge of available school community resources and how to access and mobilize them, as well as the ability to develop new resources within the community.

Principles

9. Requires buy-in of the top management agencies, as well as, a sustained personal commitment from all levels of management and other key personnel.
10. Decentralizes police services/operations/management, relaxes the traditional “chain of command,” and encourages innovative and creative problem solving by all — thereby making greater use of the knowledge, skill and expertise throughout the organization without regard to rank.
11. Shifts the focus of police work from responding to individual incidents to addressing problems identified by the community as well as the police, emphasizing the use of problem-solving approaches to supplement traditional law enforcement methods.
12. Requires commitment to developing new skills through training (e.g., problem-solving, networking, mediation, facilitation, conflict resolution, cultural competency/literacy.)

Principles

9. A sustained personal commitment from **everyone involved in the school community.**
10. Decentralizes police services/operations/management, relaxes the traditional “chain of command,” and encourages innovative and creative problem solving by all — thereby making greater use of the knowledge, skill and expertise throughout the organization without regard to title.
11. Shifts the focus of police work from responding to individual incidents to addressing problems identified by the community as well as the police, emphasizing the use of problem-solving approaches to supplement traditional law enforcement methods.
12. Requires commitment to developing new skills *for all* through training (e.g., problem-solving, networking, mediation, facilitation, conflict resolution, *cultural awareness.*)

School Community Policing Partnership Community Oriented Policing SARA Model

#1. Locate the leaders of “stakeholders” or partners. Possibly utilize your Safe Schools Planning Teams or Committee. Educate them as to the COPPS philosophy and principles.

#2. Partnering groups: all school personnel, law enforcement, parents, neighborhood residents, nearby churches or businesses, youth organizations, parks and recreation department, local media, government organizations (Child Protective Services, Code Compliance, or Probation)

#3. Consider Operational Agreements or Contracts for more effective working Partnership.

#4. All school district personnel and partners will receive training in The Introduction and Orientation to Community Oriented Policing and Problem-solving (COPPS).

#5. Introduction and Orientation to COPPS ideally should contain: two eight hour days of information on *Definition and Principles *School's Role in the COPPS Movement *The Law Enforcement Culture *Building Partnership *Problem-solving technique; and the one day eight hour follow-up training on *COPPS questions *Feedback *How COPPS can impact issues like Family Violence, Child Abuse, Drugs and Alcohol Abuse.

#6. Apply (S) scan, (A) analysis, (R) response (A) Assessment Problem-solving Model.

#7. Evaluate effectiveness of Partnership and problem-solving.

#8. Celebrate Successes!

BILL NUMBER: AB 1756

An act to add Article 6 (commencing with Section 32296) to Chapter 2.5 of Part 19 of the Education Code, relating to school community policing.

**THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS
FOLLOWS:**

SECTION 1. Article 6 (commencing with Section 32296) is added to Chapter 2.5 of Part 19 of the Education Code, to read:

Article 6. School Community Policing

32296. The Legislature finds and declares all of the following:

(a) Many of California's public schools and their surrounding communities are experiencing crime and violence to a degree that makes it difficult for pupils and staff to feel safe.

(b) During the 1996-97 school year, school districts and county offices of education reported a total of 21,947 crimes against persons, 19,876 drug and alcohol offenses, 25,718 property crimes costing schools over twenty-two million six hundred thousand dollars (\$22,600,000), and 8,787 other crimes. .

(c) Schools need assistance in carrying out their constitutional mandate to provide safe environments to educate our children.

(d) Schools also need assistance in ensuring safe passage for pupils to and from school and in securing the school campus from outside criminal activity and disturbances.

(e) A school community policing approach to school safety, modeled after community policing principles, offers an effective strategy for using proactive problem-solving and school law enforcement partnerships to address the causes of crime and fear as well as other safe school issues in the school and its surrounding community.

(f) Partnerships among schools, law enforcement, and their communities provide a positive support system for schools in addressing safe school issues.

(g) Collaboration by school-law enforcement-community Partnership results in strategic approaches to meet the unique needs of the school community.

32296.1. (a) This article may be known and cited as the School Community Policing Partnership Act of 1998. The purpose of this article is to provide financial assistance to school districts and county offices of education to ensure safe, secure, and peaceful school campuses as guaranteed by the California Constitution through the use of a community policing approach to school crime and safety issues.

(b) The School Community Policing Partnership Grant Program, which is hereby established, shall be administered by the State Department of Education through the School/Law Enforcement Partnership established pursuant to Section 32262. With respect to this program, the partnership shall do all of the following:

(1) Develop application criteria and procedures for local education agencies pursuant to the provisions of this article.

(2) Award grants to school districts, county offices of education, or a consortium of school districts and county offices of education.

(3) Evaluate the effectiveness of the funded projects.

(4) Report biennially to the Legislature and Governor on the results of the program.

32296.3. "School community policing" means an approach to safe schools that is founded on developing positive relationships between law enforcement and the school community in which (1) schools, law enforcement, community agencies, and the members of the surrounding school community collaboratively develop long-term, proactive approaches and systems to address the underlying

conditions that affect the level of school safety; and (2) law enforcement becomes an integral facet of the school community with highly trained law enforcement officers having a visible and active presence on and around school campuses. "School community policing" also involves highly trained law enforcement officers working with pupils during and after school, providing opportunities for pupils' active involvement in positive activities. It also involves teaching pupils skills and providing them with a consistent system of recognition and reinforcement of positive behavior.

32296.4. Grants under the School Community Policing Partnership Grant Program shall be awarded on a competitive basis to school districts, county offices of education, or a consortium of school districts and county offices of education to develop and implement a plan that demonstrates a collaborative and integrated approach between the grant recipients and local law enforcement agencies for implementing a system of providing safe and secure environments. Local education agencies applying for grants under this article shall demonstrate that their proposed program adheres to the definition and principles of school community policing as set forth in this article.

32296.5. Applicants for funds under the School Community Policing Partnership Grant Program shall demonstrate how their program's overall design addresses the definition of school community policing by describing how their programs will do all of the following:

(a) Form school-law enforcement-community Partnership to prevent and respond to crime and violence in the school environment.

(b) Employ a proactive problem-solving process to accomplish all of the following:

(1) Identify problems through coordinated needs assessments, including the use of the results of the California Safe Schools Assessment pursuant to Section 628.2 of the Penal Code.

(2) Analyze in a thorough manner information concerning the problems.

(3) Develop responses that are innovative and tailor-made with the best potential for eliminating or reducing the problems.

(4) Evaluate the responses to determine their effectiveness and modify them as necessary.

32296.6. (a) School community policing Partnership funded pursuant to this article shall demonstrate how their program will address the following:

(1) Identify the school communities that face a significant public safety risk of crime including, but not limited to, gang activity, daylight burglary, late-night robbery, vandalism, truancy, controlled substance sales, firearm related violence, and juvenile alcohol use.

(2) Develop information and intelligence sharing systems to ensure that actions by school districts and county offices of education are fully coordinated with local law enforcement agencies.

(3) Identify outcome measures to evaluate the effectiveness of the program that shall include, but not necessarily be limited to, each of the following:

(A) The rate of drug and alcohol-related offenses on the school campus.

(B) The rate of crimes against persons on the school campus.

(C) The rate of crimes against property on the school campus.

(D) Incidence of pupils in possession of firearms or other weapons on the school campus.

(E) The rates of school attendance and truancy.

(4) Increase understanding and trust between police, the school, and community members.

(5) Include an ongoing commitment to developing long-term and proactive programs and strategies to address the underlying conditions that cause school and community problems.

(6) Include knowledge of available school and community resources and how to access and mobilize them, as well as the ability to develop new resources within the school and community.

(7) Include sustained personal commitment of the top management of law enforcement and other local government agencies, as well as from all other levels of management and key personnel.

(b) Applicants for grants under the School Community Policing Partnership Grant Program shall demonstrate how the plan will be sustained after the grant period has expired.

32296.7. The School/Law Enforcement Partnership shall award grants to a school district, county office of education, or a consortium to pay the costs of establishing and operating, on behalf of one or more qualifying schools within the school district, county office of education, or consortium, programs that apply a community policing approach to school crime and safety, as follows:

(a) Grants may be awarded to school districts, county offices of education, or consortia that have demonstrated readiness to begin operation of a program or to expand existing programs. Grants shall supplement, not supplant, existing programs.

(b) Grants shall be awarded for no more than three hundred thousand dollars (\$300,000) for the three-year grant period.

(c) Recipients of grants may also receive one-time startup grants, in addition to the base grant, that may be used, among other things, for purchasing equipment, hiring staff, designing a program evaluation, or hiring a program or evaluation consultant. Startup grants shall be awarded for not more than one hundred thousand dollars (\$100,000).

(d) All grants awarded under this article shall be matched by the participating local educational agency or consortium and its cooperating agencies with one dollar (\$1) for each four dollars (\$4) awarded. The match shall be contributed in cash or as services or resources of comparable value. It is the intent of the Legislature that participants seek and utilize funds or resources for this purpose. The School/Law Enforcement Partnership may waive the match requirement upon verifying that the local educational agency or consortium made a substantial effort to secure a match but was unable to secure the required match.

(e) Pursuant to this article, the School/Law Enforcement Partnership shall award competitive grants to school districts and county offices of education or consortia in urban, suburban, and rural areas of northern, central, and southern California.

(f) Grants shall be awarded for programs that demonstrate the greatest need and meet the criteria for the program pursuant to Section 32296.5 for a school safety grant under this article. The School/Law Enforcement Partnership shall consider the latest school crime data for the school or schools in which the program will operate when determining that need.

(g) Commencing in the 1998-99 fiscal year, and each subsequent year for which funding is available, grants shall be awarded according to the following schedule:

(1) The School/Law Enforcement Partnership shall issue requests for applications on or before November 1.

(2) Grant applications shall be submitted to the School/Law Enforcement Partnership on or before March 1.

(3) The School/Law Enforcement Partnership shall award grants on or before May 15.

32296.8. Nothing in this article shall be construed to require a school district or county office of education to hire police officers as a condition of receiving a grant under the School Community Policing Partnership Grant Program. Grant funds may not be used to provide funding for school resource officers.

32296.9. It is the intent of the Legislature that funding for the School Community Policing Partnership Grant Program established pursuant to this article shall be provided through the annual Budget Act and that grants shall be for a period of three years.

THIS FORM MUST BE SUBMITTED ONLINE

School/Law Enforcement Partnership

SCHOOL COMMUNITY POLICING PARTNERSHIP PROGRAM

LETTER OF INTENT

Please submit by February 4, 2002 – **DO NOT MAIL or FAX**, as it throws off the count

The letter of intent (Attachment C) should be completed online at:
<http://www.cde.ca.gov/spbranch/safety/scpp/scpp.asp>.

County Office of Education or
School District Name _____

This Letter of Intent is to inform the School/Law Enforcement Partnership that the local education agency named above intends to apply for funding under the School Community Policing Partnership Program.

At this time, this education agency intends to submit how many applications? _____

Contact Person and Position	Telephone
	Email
	Fax
Street Address	County
City	Zip

This copy is provided for reference only
Please Submit Online

THIS FORM MUST BE SUBMITTED ONLINE

Submit a printed copy of the online cover sheet with the application

The grant cover sheet (Attachment D) should be completed online at:

<http://www.cde.ca.gov/spbranch/safety/scpp/scpp.asp>.

School/Law Enforcement Partnership

**2001 SCHOOL COMMUNITY POLICING PARTNERSHIP PROGRAM GRANT
APPLICATION**

<i>ORIGINAL AND FOUR COPIES MUST BE POSTMARKED BY March 1, 2002, addressed to: School Community Policing Partnership Program, Safe Schools and Violence Prevention Office, 660 J Street, Suite 400, Sacramento, CA 95814-2483</i>	
Program Title School Community Policing Partnership Program	
County Office of Education or School District Name	Total Funds Requested (include start-up) \$
Address:	Telephone Number and extension ()
City: Zip: County: CDS Code:	Fax Number ()
School Site(s) to be served by this application's School Community Policing Partnership:	
Description: (summarize purpose and scope of program)	
County or District Superintendent Name (Type or Print)	Project Coordinator: Project Coordinator Telephone-ext. and Fax: Project Coordinator email:
Certification: I have reviewed this grant application and will support its implementation when funded.	
Superintendent Signature (or Assistant Superintendent)	Date

THIS COPY IS PROVIDED FOR REFERENCE ONLY
PLEASE SUBMIT ONLINE

**SCHOOL COMMUNITY POLICING PARTNERSHIP PROGRAM
ASSURANCES**

The original signature of the county or district superintendent of schools (or the assistant superintendent) is required as part of the application process to assure that:

1. The funds made available for the School Community Policing Partnership program will be used to supplement, not supplant, existing programs.
2. The grant recipient shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that they shall be kept available by the grant recipient during the grant award period and thereafter for five full years from the date of the final payment. The School/Law Enforcement Partnership must be permitted to audit, review, and inspect the activities, books, documents, papers, and records during the progress of the work and for five years following final appropriation of funds.
3. The grant recipient will complete the program implementation report by December 20, 2002, which is a condition of receiving grant award funds, and will use the format and include the information requested by the School/Law Enforcement Partnership.
4. The grant recipient will collect the data and information necessary to complete the annual report, following the guidelines and instructions supplied by the School/Law Enforcement Partnership, and submit the annual report each year following program implementation.

School district or county office of education: _____

County or district superintendent name: _____

County or district superintendent signature: _____

Date: _____


State of California

DRUG-FREE WORKPLACE CERTIFICATION

STD.21 (REV. 12-93)

CERTIFICATION

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the certification described below. I am fully aware that this certification, executed on the date below, is made under penalty of perjury under the laws of the State of California.

CONTRACTOR/BIDDER FIRM NAME	FEDERAL ID NUMBER
BY (Authorized Signature) 	DATE EXECUTED
PRINTED NAME AND TITLE OF PERSON SIGNING	TELEPHONE NUMBER (Include Area Code) ()
TITLE	
CONTRACTOR/BIDDER FIRM'S MAILING ADDRESS	

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matters relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b), to inform employees about all of the following:
 - (a) The dangers of drug abuse in the workplace,
 - (b) The person's or organization's policy of maintaining a drug-free workplace,
 - (c) Any available counseling, rehabilitation and employee assistance programs, and
 - (d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
 - (a) Will receive a copy of the company's drug-free workplace statement, and
 - (b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.
4. At the election of the contractor or grantee, from and after the "Date Executed" and until _____^(DATE) (NOT TO EXCEED 36 MONTHS), the state will regard this certificate as valid for all contracts or grants entered into between the contractor or grantee and this state agency without requiring the contractor or grantee to provide a new and individual certificate for each contract or grant. If the contractor or grantee elects to fill in the blank date, then the terms and conditions of this certificate shall have the same force, meaning, effect and enforceability as if a certificate were separately, specifically, and individually provided for each contract or grant between the contractor or grantee and this state agency.

UNION ORGANIZING CERTIFICATION

(7/01)

CERTIFICATION

I, the official named below, hereby swear that I am duly authorized legally to bind the recipient to the certification described below. I am fully aware that this certification, executed on the date below, is made under penalty of perjury under the laws of the State of California.

RECIPIENT'S NAME	CDS CODE	FEDERAL ID NUMBER
BY (Official's signature)		DATE EXECUTED
OFFICIAL'S PRINTED NAME	TELEPHONE NUMBER (include area code)	
		()
OFFICIAL'S TITLE		
RECIPIENT'S MAILING ADDRESS		

Recipient, by signing this grant, hereby acknowledges the applicability of *Government Code* sections 16645 through 16649 to this agreement. Furthermore, Recipient, by signing this agreement, hereby certifies that:

1. No state funds disbursed by this grant will be used to assist, promote, or deter union organizing.
2. Recipient shall account for state funds disbursed for a specific expenditure by this grant to show that those funds were allocated to that expenditure.
3. Recipient shall, where state funds are not designated as described in item 2 above, allocate on a pro rata basis all disbursements that support the grant program.
4. If Recipient makes expenditures to assist, promote, or deter union organizing, Recipient will maintain records sufficient to show that no state funds were used for those expenditures, and shall provide those records to the Attorney General upon request.
5. Recipient hereby certifies that no request for reimbursement, or payment under this agreement, will seek reimbursement for costs incurred to assist, promote, or deter union organizing.

Computation of School Crime Rates per 1000 Students and Comparison to Statewide Averages

One of the multiple indicators that will be used to assess the need for a School Community Policing Partnership grant is the rate of school crime at the site of the proposed SCPP program. For school districts and county offices of education, these rates are printed in #6 of this attachment and can also be found in *California Safe Schools Assessment: 1999-00 Results*, Appendix C. However, when the proposed site is not an entire district or COE, the applicant must compute rates for the proposed site which are comparable to those contained in Appendix C. The steps for calculating the rates is straightforward:

1. Collect all CSSA School Crime Reporting Forms which were submitted to the district or county office for 1999-00 (**not 2000-01**) from the proposed service area of the SCPP. This may require the CSSA School Crime Reporting Forms to be obtained for more than one school (each school site's CSSA recorder is required to keep copies of the reporting forms).
2. Total the number of incidents for each of the four categories below:
 - Drug and alcohol
 - Crimes against persons
 - Property crimes
 - Possession of weapons
3. Add the four numbers created in step 2, and compare it to the number of incident forms you began with. The combined total should at least equal the number of School Crime Reporting Forms (excluding forms which only record "bomb threat," "destructive/explosive devices," or "loitering/trespassing"). This step is simply a cross check to ensure that your tabulation is correct.
4. Obtain the enrollment of the school(s) at which the proposed SCPP will operate from the October 1999 School Information Form used to report enrollment for the California Basic Educational Data System (CBEDS). This enrollment should be the total for the same schools for which the CSSA School Crime Reporting Forms were tabulated in step 2.

5. Divide each of the four figures from step 2 by the enrollment total from step 4, carry the result out to 5 decimal places, and multiply the result by 1000. The results are the rates per 1000 students of the four different types of crimes. For example:

School Crime Category	Number of Crimes	Oct. 99 CBEDS Enrollment	Crimes divided by enrollment	Times 1000 = Rate
Drug/Alcohol Offenses	5	1,984	.00252	2.52
Crimes Against Persons	9	1,984	.00454	4.54
Weapon Possession	2	1,984	.00101	1.01
Property Crimes	4	1,984	.00202	2.02

6. The right-hand column above contains the figures which are to be used in the needs analysis described in Section V.D. The final step in the analysis of this CSSA data is the comparison to the statewide average for the type of school at which the SCPP program is to be located. Below are the statewide averages for each type of school and each category of school crime. The figures for the applicant's type of school from the chart below should be compared to the figures from the right hand column above. If the proposed SCPP will operate at multiple school levels (for example, at both middle and high schools), do the step 5 computation separately for each grade level.

School Crime Category	Elementary Schools	Middle/Jr. High Schools	High Schools	COE Program
Drug/Alcohol Offenses	0.14	3.89	11.63	5.01
Crimes Against Persons	3.14	8.51	5.00	10.22
Weapon Possession	.37	1.89	2.15	1.37
Property Crimes	3.06	5.06	6.28	2.45

The results of this comparison, along with community input about community needs and the other types of need information as discussed in Section V.D., will be the basis upon which the applicant's need for a School Community Policing Partnership grant will be judged.

Scoring Rubric for School Community Policing Partnership Applications

The next two pages contain the rubric which will be used in the competitive scoring of grant applications. Grant application readers will use the guidelines contained in the rubric to assign two scores to each application. There will be one score of 1, 2, 3, or 4 for the quality of collaborative planning, and another score of 1-4 for demonstration of need. Three readers will read each application, and the total score in the two areas will be recorded. Each application will therefore have a demonstrated need score between 3 and 12, and a collaborative planning score between 3 and 12. Applications must score well in both categories, compared to other applications, to be funded.

**QUALITY OF COLLABORATIVE PLANNING
SCORING RUBRIC
SCHOOL COMMUNITY POLICING PARTNERSHIP APPLICATION**

Score “4” for a proposal which:	Score “3” for a proposal which:	Score “2” for a proposal which:	Score “1” for a proposal which:
Inclusive Collaborative <ul style="list-style-type: none"> •Includes complete spectrum of partners, including but not limited to schoolsite personnel, parents, students, law enforcement, community organizations, and health agencies •Demonstrates strong linkages with existing collaboratives •Demonstrates high level of collaboration between partners •Contains commitments from partners defining the manner of the partner’s participation 	Inclusive Collaborative <ul style="list-style-type: none"> •Includes law enforcement, school(s), and significant community representation •Contains evidence of linkage with existing collaboratives, and shows intent to build upon those linkages • Demonstrates partners’ commitment to developing a successful collaborative 	Inclusive Collaborative <ul style="list-style-type: none"> •Includes law enforcement, school(s), and some community representation •Contains limited evidence of linkage with existing collaboratives • Partners state support for collaborative participation 	Inclusive Collaborative <ul style="list-style-type: none"> •Contains no clear evidence of collaboration with law enforcement or the community •Contains no clear evidence of linkage with existing collaboratives
Collaborative Application Development <ul style="list-style-type: none"> •Demonstrates that all members of a broad-based collaborative were involved in development of the application 	Collaborative Application Development <ul style="list-style-type: none"> •Demonstrates that development of the application involved school, law enforcement, and some community members 	Collaborative Application Development <ul style="list-style-type: none"> •Contains limited evidence that development of the application involved school, law enforcement, and community members 	Collaborative Application Development <ul style="list-style-type: none"> •Provides no evidence that development of the application involved school, law enforcement, and community members
Complete, collaborative implementation plan <ul style="list-style-type: none"> •Contains clear plans to gather student, parent, and community input to planning process •Contains clear plan to collaboratively develop and implement solutions •Contains clear plans for evaluating chosen solutions and modifying as necessary 	Complete, collaborative implementation plan <ul style="list-style-type: none"> •Clearly describes most of the plan elements listed in the box to the left 	Complete, collaborative implementation plan <ul style="list-style-type: none"> •Provides a basic description of the plan elements listed in the box to the left 	Complete, collaborative implementation plan <ul style="list-style-type: none"> •Incompletely addresses the plan elements listed in the box to the left
On-going collaborative management <ul style="list-style-type: none"> •Contains clear plans to share information among members of the collaborative •Contains clear plans to mobilize school and community resources to meet changing program needs •Discusses plans to ensure long-term continuation of the program, including continuation of the program after the 3-year grant expires 	On-going collaborative management <ul style="list-style-type: none"> •Clearly describes most of the plan elements listed in the box to the left 	On-going collaborative management <ul style="list-style-type: none"> •Provides a limited description of the plan elements listed in the box to the left 	On-going collaborative management <ul style="list-style-type: none"> •Incompletely addresses the plan elements listed in the box to the left
Matching Funds and Budget <ul style="list-style-type: none"> •Commits significant matching funds from a variety of partners/sources •Budget contains clear narrative description for each line item in the budget 	Matching Funds and Budget <ul style="list-style-type: none"> •Commits adequate matching funds from limited number of sources •Contains narrative description for each line item in the budget 	Matching Funds and Budget <ul style="list-style-type: none"> •Commits minimum 25% matching funds •Contains limited description of budget line items 	Matching Funds and Budget <ul style="list-style-type: none"> •Commitment to provide matching funds unclear or inadequate

**DEMONSTRATION OF NEED
SCORING RUBRIC
SCHOOL COMMUNITY POLICING PARTNERSHIP APPLICATION**

Score “4” for a proposal which:	Score “3” for a proposal which:	Score “2” for a proposal which:	Score “1” for a proposal which:
Description of Community and Population <ul style="list-style-type: none"> •Contains clear descriptions of school, school community, and population •Description includes demographic statistics •Contains detailed information on schools to be served, grade levels, and number of students 	Description of Community and Population <ul style="list-style-type: none"> •Contains adequate descriptions of school, school community, and population •Contains information such as schools to be served, grade levels, and number of students 	Description of Community and Population <ul style="list-style-type: none"> •Contains limited description of school, school community, and population •Contains some information such as schools to be served, grade levels, and number of students 	Description of Community and Population <ul style="list-style-type: none"> •Contains little description of school, school community, and population
CSSA Data <ul style="list-style-type: none"> •Provides CSSA data in 4 categories and compares data to statewide averages. •Demonstrates that CSSA incident rates are greater than statewide average •If proposal covers multiple school levels, comparisons are made separately for elementary, middle schools, etc. 	CSSA Data <ul style="list-style-type: none"> •Provides CSSA data in 4 categories and compares data to statewide averages. •Demonstrates that CSSA incident rates are greater than statewide average 	CSSA Data <ul style="list-style-type: none"> •Provides CSSA data in less than 4 categories and compares data to statewide averages. •CSSA incident rates are less than statewide average 	CSSA Data <ul style="list-style-type: none"> •Does not provide CSSA data in four categories and does not compare data to statewide averages •CSSA incident rates are substantially less than statewide averages.
Broad Spectrum of Need Information <ul style="list-style-type: none"> •Contains a broad spectrum of need information such as community crime rates, truancy data, discussion of community service deficiencies, gang activity, etc. •Includes parent, student, and community input regarding problems and needs •Provides objective evidence such as crime statistics, comparisons to statewide averages, news articles, survey data, and historical trends in crime rates 	Broad Spectrum of Need Information <ul style="list-style-type: none"> •Contains additional need information such as community crime rates, truancy data, discussion of community service deficiencies, gang activity, etc. •Includes community input regarding problems and needs •Provides some objective evidence such as crime statistics, comparisons to statewide averages, news articles, survey data, etc. 	Broad Spectrum of Need Information <ul style="list-style-type: none"> •Contains a limited amount of need information from a small number of sources •Demonstrates little community input regarding needs •Provides only a limited amount of objective evidence 	Broad Spectrum of Need Information <ul style="list-style-type: none"> •Contains a very limited amount of need information •Demonstrates little or no community input regarding needs •Provides little or no objective evidence of need

SCPP 1999 Grantees Application Pre-screening

I. Complete the following instructions and submit a response to the following questions (Attachment I) to be considered as applicants in the 2002- 2005 SCPP grant award cycle:

Programs must submit a one page narrative as per Eligibility Criteria, section II. B, and answer the following questions:

- A) What goals were achieved by the SCPP plan for the three-year grant period? They should include and describe successes with any of the following: CSSA data, self-identified outcome measures of success, specific areas of improvement in the collaboration.
- B) Why is it important to fund this SCPP grant for an additional three years, and what would happen if NOT funded
- C) What is the plan for sustainability of the program and collaboration beyond the additional three-year period? (compare with the original sustainability plan from grant application)

II. Programs must demonstrate satisfactory performance in all of the following three areas during the original grant period to be considered to join the application pool for 2002 – 2005:

- A) Show CSSA rates, attendance, and discipline data on a table from 97/98 baseline in original grant application to the most recent CSSA data available to demonstrate any impacts to CSSA and other required data by the grant.
- B) Show achievement of two or more of their results/outcome objectives for the three year grant period. (as shown on grant workplans in Annual Reports)
- C) List dates of grant reports that were submitted for the three year grant period: (Implementation Plan 1999, Annual Report 2000, Annual Report 2001).

School/Community Policing Partnership Grant Program RFA 2001-2002

Important Dates

November 1, 2001 Request for Applications (RFA) is available on these websites:
CDE website and Attorney General's Office
<http://www.cde.ca.gov/spbranch/safety> or
<http://www.caag.state.ca.us/cvpc>

**November 16-
December 5, 2001** RFA Informational meetings: SCPP Grant: **9:00-10:00**
Healthy Start Initiative **10:00-12:30**

March 1, 2002 Applications due; Applications must be postmarked to CDE,
Safe Schools and Violence Prevention Office.

May 15, 2002 Grant Awards Announced.

Date	Location (Listed Regionally North to South)
December 5 Friday	Mendocino County Office of Education 2240 Eastside Road, Ukiah, CA 95482 Contact: Lucia Bianchi (707) 467-5100
November 16 Friday	Butte County Office of Education 1859 Bird Street, Oroville, CA 95965 Contact: Amy Christianson (530) 532-5705
November 27 Tuesday	Rancho Cordova Community Center 10665 Coloma Road, Rancho Cordova, CA 95670 Contact: Linda Burkholder (916) 861-0611
December 3 Monday	Alameda County Office of Education, Rm 381 313 W. Winton Avenue, Hayward, CA 94544 Contact: Lina Hancock HTA (510) 559-3193
November 28 Wednesday	Valley Childrens Hospital 9300 Valley Childrens Way, Madera, CA 93638 Contact: Karen Westbrook (559) 757-3131 ext. 106
December 3 Monday	Kern County Schools, University Square 2000 K Street Rm US 2, Bakersfield, CA 93301 Contact: Allene Zanger (661) 636-4522
November 30 Friday	City of Montclair Community Center 5111 Benito Street, Montclair, CA 91763 Contact: Katie Willis (909) 886-2604
November 29 Thursday	17 th Street Annex, LAUSD 644 W. 17 th Street, Los Angeles, CA 90015 Contact: Debra Duardo (213) 625-5323
November 30, Friday <u>1:30-3 PM</u>	San Bernardino County Office of Education Rm C, D, and E 601 North E Street, San Bernardino, CA 92410 Contact: Carolyn Tillman (909) 386-2400

Note: Please bring your copy of the SCPP RFA you download from the Web. You may attend any of these sessions. Questions regarding the Information Meetings should be directed to the Safe School and Violence Prevention Office, CDE (916) 323-2183.